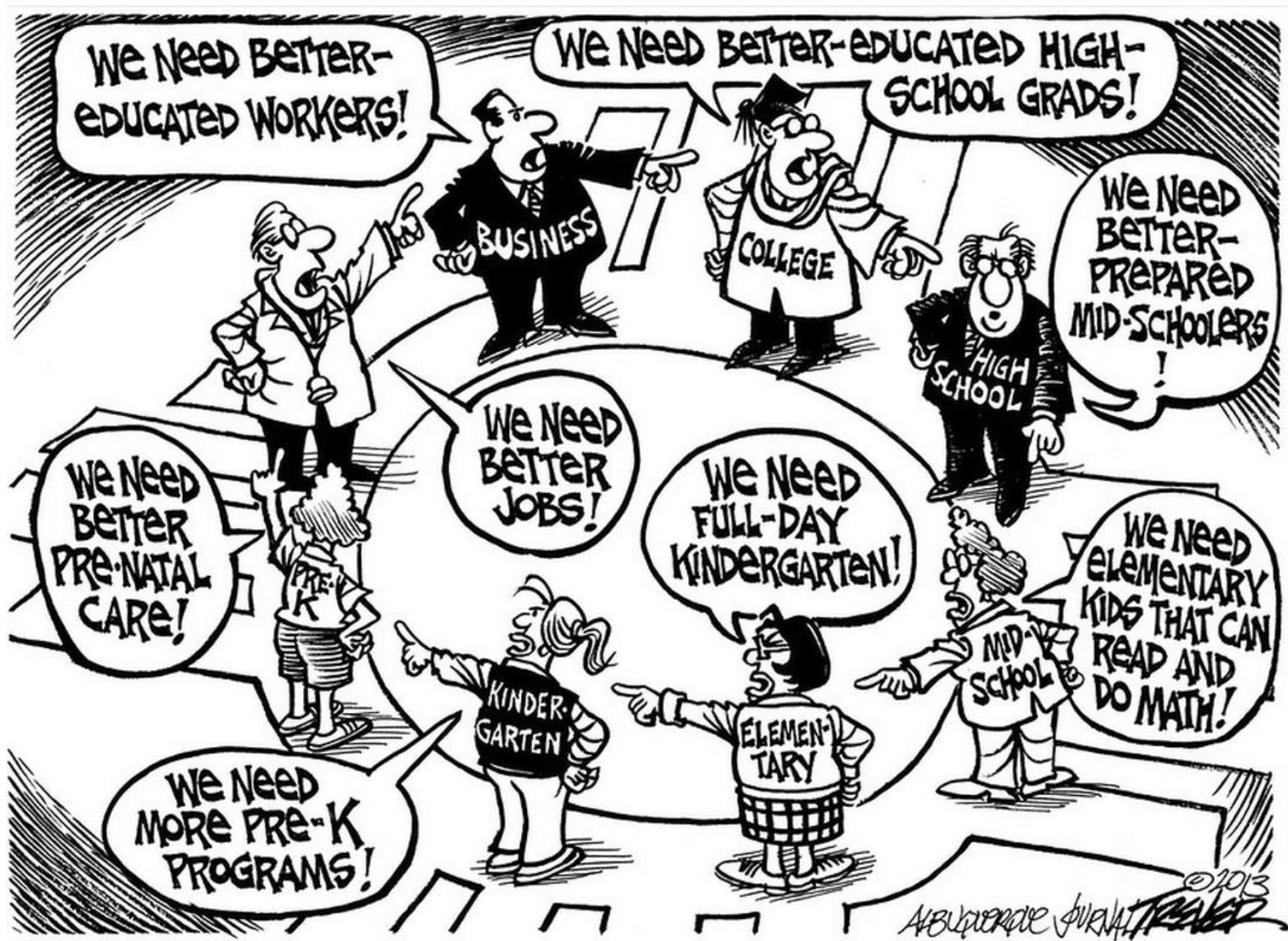


Moving from Charity to Investment: The Promise of Collective Impact

June 26, 2014





Ultimate Impact



Social Return on Investment (SROI)



Definition of Collective Impact

“The commitment of a group of important actors from different sectors to a **common agenda** for solving a specific social problem.”

-- John Kania & Mark Kramer

FSG Social Impact Advisors, *Stanford Social Innovation Review* (Winter 2010)



Individual Action to Collaborative Action

Collaborative Action

- A group working towards the same outcome,
- Using disaggregated student/school level data
- To continuously improve practices over time



Coordinated Action

- A group working on the same issue,
- Sharing program information/design,
- Align efforts around a similar issue or population



Individual Action

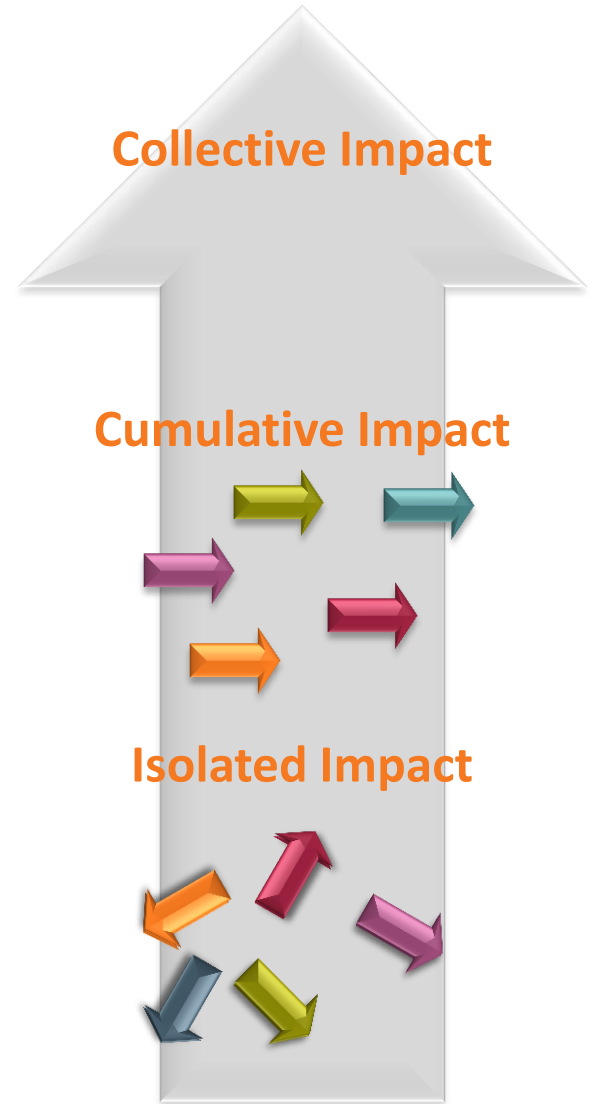
- Individual practitioners working on specific issues,
- Collecting qualitative and quantitative data for their individual programs,
- Demonstrate impact with individual students



Collective Impact

Cumulative Impact

Isolated Impact



Collaboration

Convene around
Programs/Initiatives



Prove



Addition to
What You Do



Advocate for Ideas



Collective Impact

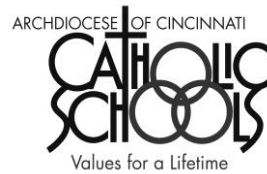
Work Together to
Move Outcomes

Improve

Is What You Do

Advocate for What Works

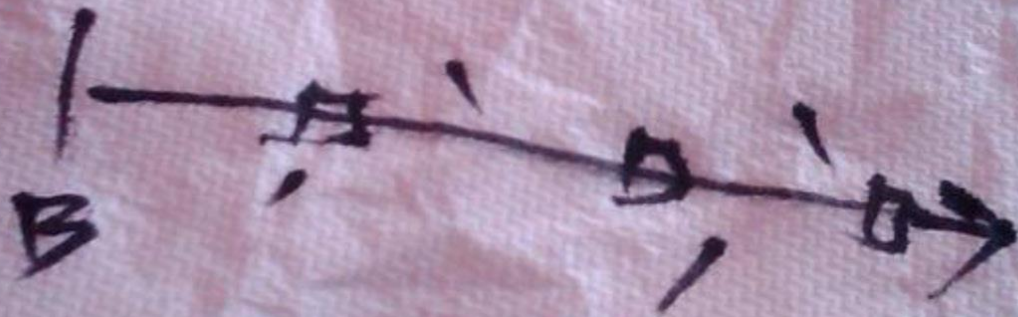




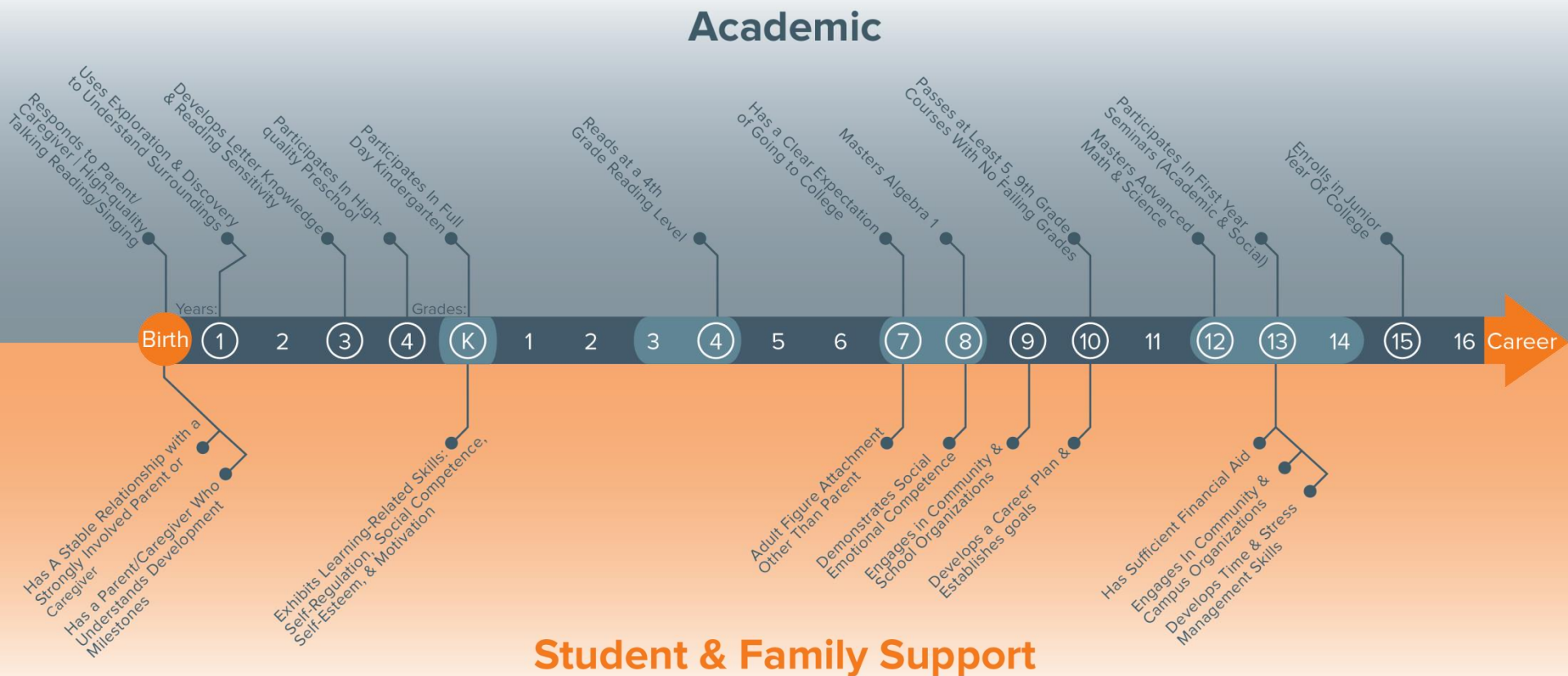
JPMORGAN CHASE & CO.



Student Roadmap to Success



Student Roadmap to Success



Key Transition Areas
Benchmarks

Researched by the University of Cincinnati
© Strive 2011

Focus on Outcomes

- Kindergarten Readiness in Literacy
- 4th Grade Reading
- 8th Grade Math
- High School Graduation
- College Readiness
- College Entrance
- College Retention
- Degree/Certification Completion

Cincinnati Public

	Current pct. or avg.	Change since baseline year
4th grade Reading	71%	+16 (2004)
8th grade Math	61%	+24 (2004)
Graduation	82%	+10 (2003)

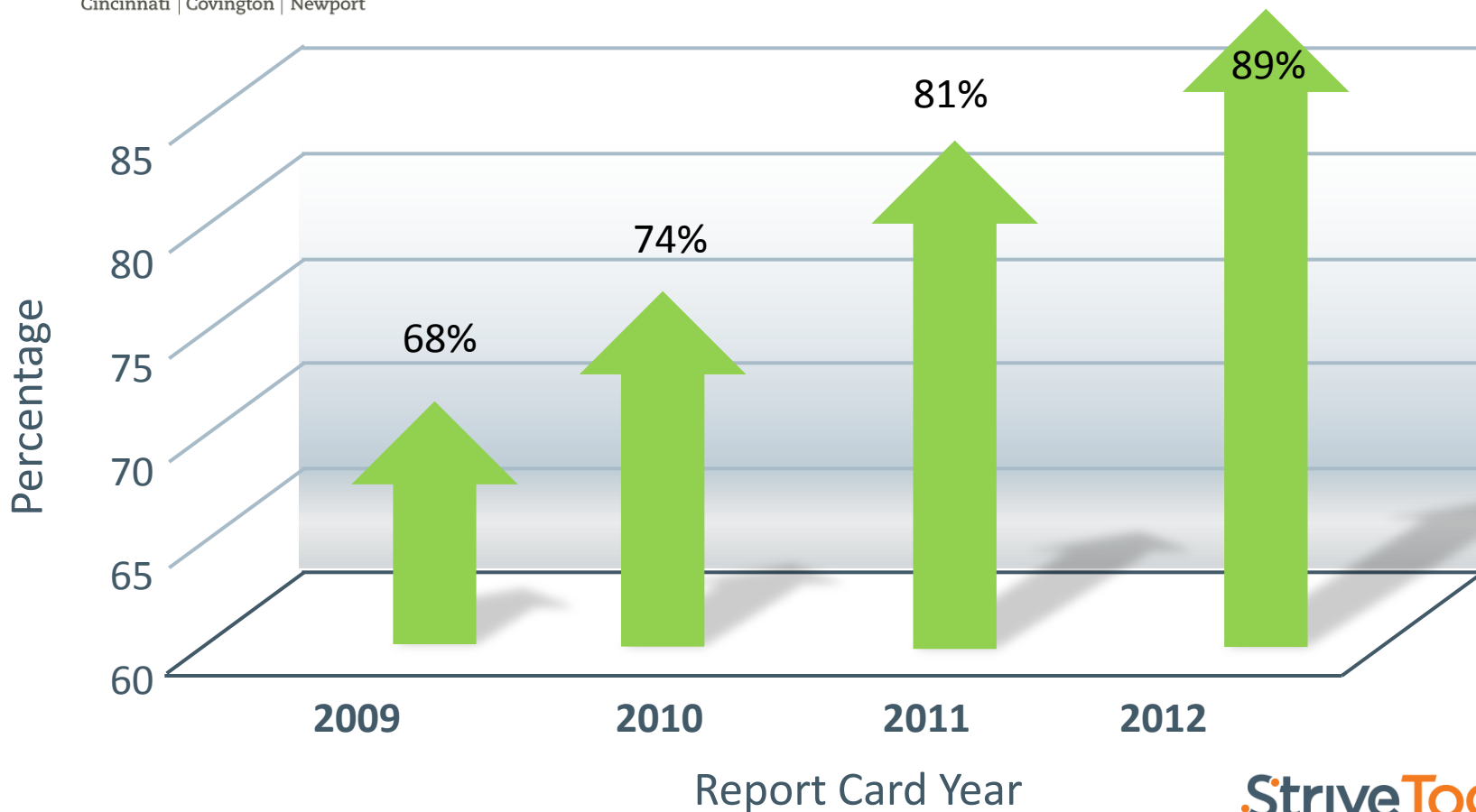
Proven Local Success

Strive

Partnership

Percentage of Outcomes Trending Positively

Cincinnati | Covington | Newport



StriveTogether

Examples of Success – Cincinnati

- Kindergarten Readiness Scores
 - 11% increase since baseline (2005)
- 4th Grade Reading
 - 16% increase since baseline (2004)
- 8th Grade Math
 - 31% increase since baseline (2004)
- College Enrollment
 - 7% increase since baseline (2004)



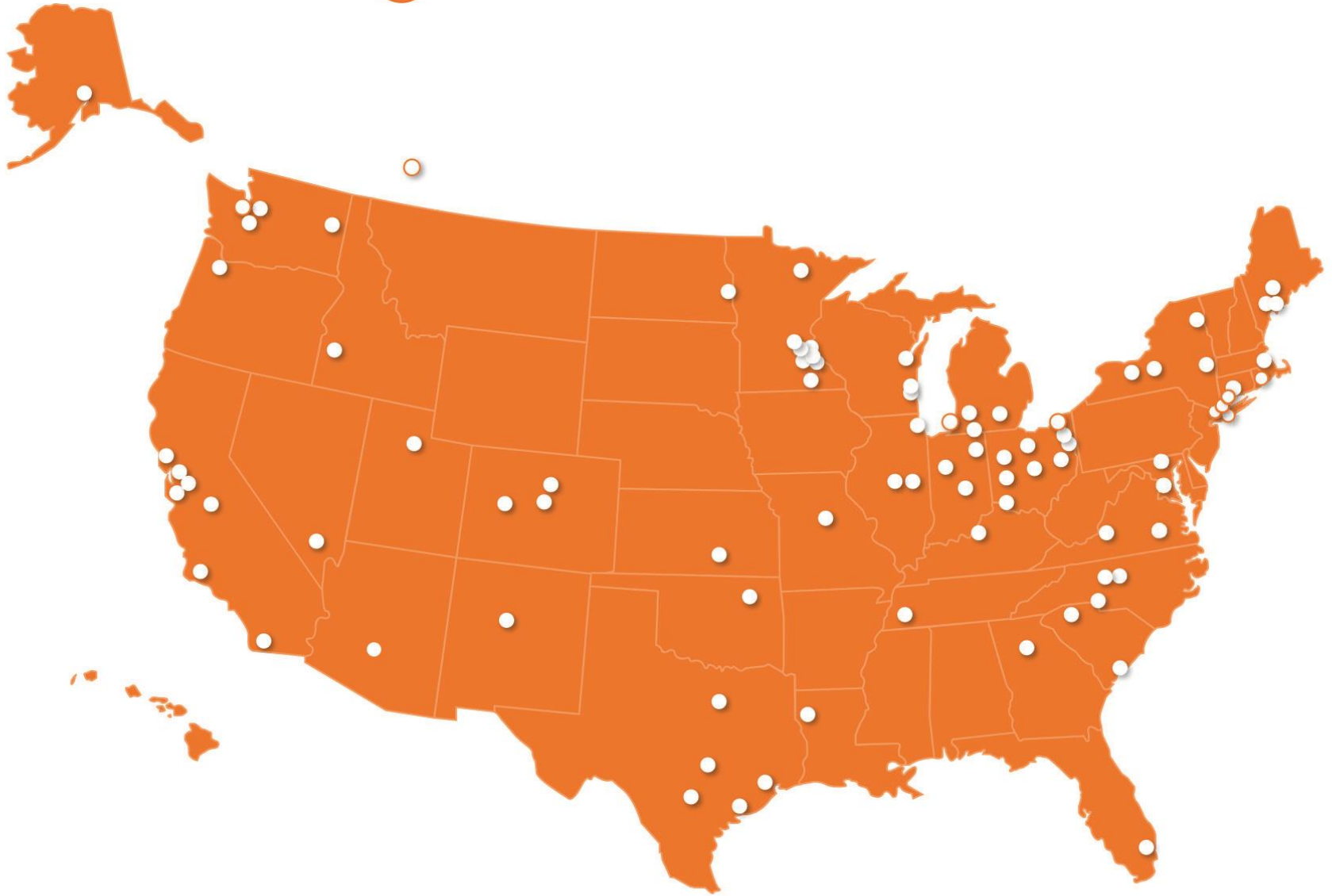
Sample of Positive Trends

	2010	2013
Kindergarten Readiness	72%	77%
3 rd Grade Reading	66%	69%
4 th Grade Math	50%	62%
6 th Grade Reading	61%	70%
7 th Grade Math	52%	60%
High School Graduation	72%	74%*
College Enrollment	60%	60%*

**High School Graduation's 74% is Class of 2012 numbers*

**College Enrollment 60% is Class of 2012 numbers*

StriveTogether Network Members



Framework for Building Cradle to Career Civic Infrastructure



© StriveTogether 2013

Theory of Action: Creating Cradle to Career Proof Points

GATEWAYS:

Exploring

Emerging

Sustaining

Systems Change

Proof Point

Implementing the Theory of Action

The Theory of Action is based on StriveTogether's Framework for Building Cradle to Career Civic Infrastructure. The Theory of Action consists of five Gateways: Exploring, Emerging, Sustaining, Systems Change and Proof Point. Within each of the five Gateways, there are a series of **quality benchmarks** that are key steps in developing and sustaining a Partnership. Ultimately, the benchmarks in the Exploring, Emerging and Sustaining Gateways leads to the system changing and ultimately proof point.

Partnerships implementing the Theory of Action effectively demonstrate four principles as they move from building a Partnership to impacting outcomes:

1. Engage the Community

The work of the partnership must be grounded in the context of the community. Partnerships engage a broad array of community voices through building awareness and information sharing; involving and mobilizing the community towards improvement; and co-developing solutions and strategies with community members.

2. Focus on Eliminating Locally Defined Disparities

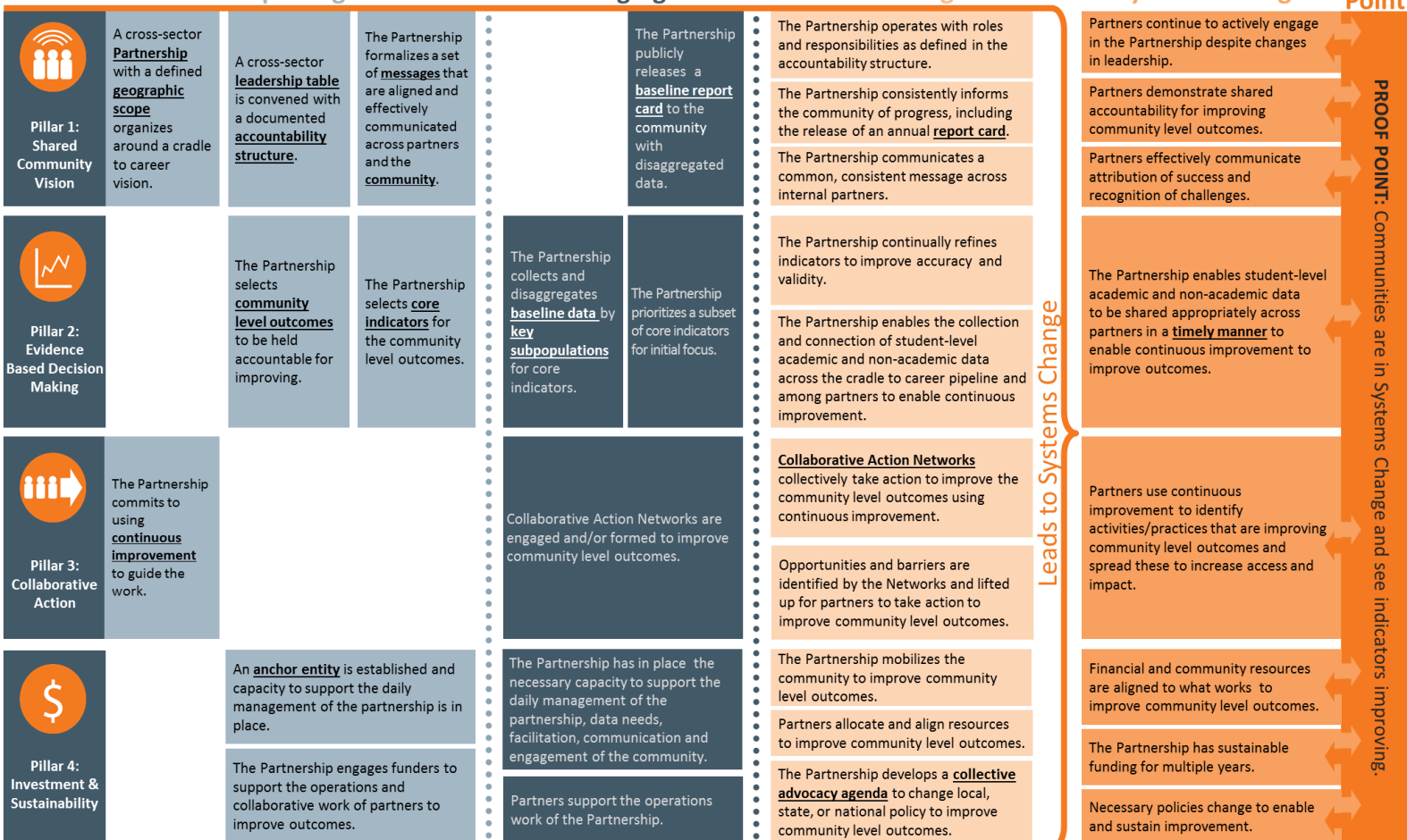
Inequalities in student achievement are defined by each Partnership using local data and context. Partnerships make intentional efforts to eliminate disparities in achievement.

3. Develop a Culture of Continuous Improvement

The work of the Partnership focuses on the use of local data, community expertise and national research to identify areas for improvement in a constant and disciplined manner that ensure Partners invest in practices that work.

4. Leverage Existing Assets

The Partnership builds on existing resources in the community and aligns resources to maximize impact.



Leads to Systems Change

PROOF POINT: Communities are in Systems Change and see indicators improving.

BUILDING

IMPACT

Exploring Gateway (*Design Phase*)



Pillar 1: Shared Community Vision

A cross-sector **Partnership** with a defined **geographic scope** organizes around a cradle to career vision.

A cross-sector **leadership table** is convened with a documented **accountability structure**.

The Partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.



Pillar 2: Evidence Based Decision Making

The Partnership selects **community level outcomes** to be held accountable for improving.

The Partnership selects **core indicators** for the community level outcomes.



Pillar 3: Collaborative Action

The Partnership commits to using **continuous improvement** to guide the work.



Pillar 4: Investment & Sustainability

An **anchor entity** is established and capacity to support the daily management of the partnership is in place.

The Partnership engages funders to support the operations and collaborative work of partners to improve outcomes.

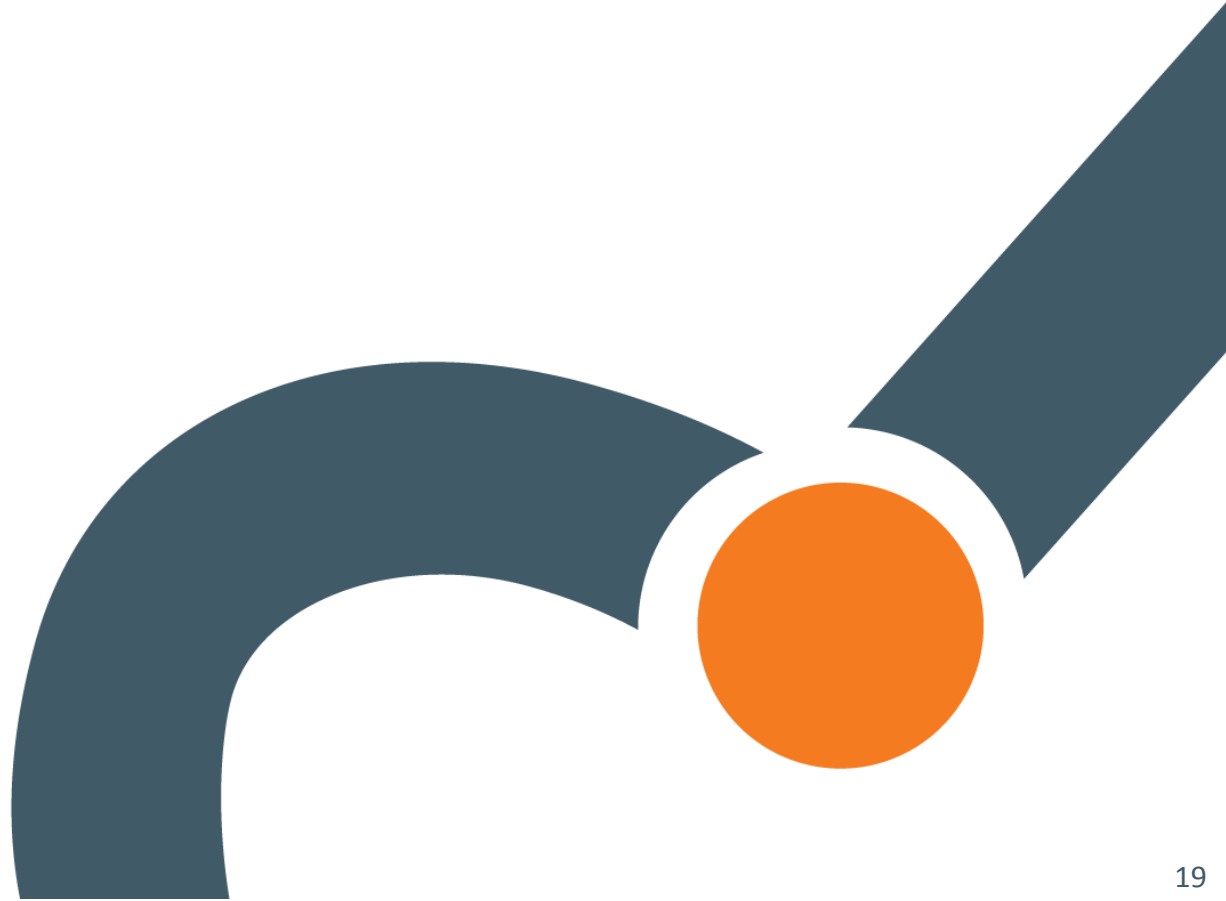
Meeting Objectives

SUSTAIN SUCCESS OVER THE LONG TERM!!!!!!

- Familiarize leaders with the StriveTogether methodology/framework
- Plan for how to engage more constituents and involve more partners around shared outcomes
- Develop concrete action commitments for how each participants will take lessons back home



QUESTIONS/COMMENTS



Evidence Based Decision Making





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Who Needs to Be Engaged

	Control	Influence	Expertise	Action	Others?
Education – Early Childhood					
Education – K-12					
Education – Higher Ed					
Business					
Philanthropy					
Civic					
Community-Based/Civic					
Faith					



Partnership Name	Vision	Mission	Tagline
The Strive Partnership (Cincinnati, OH)	Every Child, Every Step of the Way, Cradle to Career	To create a world-class education system where every student succeeds from birth through college	Every Child. Every Step of the Way. Cradle to Career.
All Hands Raised (Portland, OR)	Successful students who become productive citizens contributing to thriving communities	Every student has the opportunity to maximize her/his potential from cradle to career.	Education, Equity, and Excellence from Cradle to Career
Bridging Richmond (Richmond, VA)	Successful Students ... Productive Citizens ... Thriving Region	Bridging Richmond will engage its community partners to coordinate and align educational efforts and resources to ensure that all of our youth are prepared to graduate, to enter a career and to give back to the community	

Key Lessons

- “True North”
- “Don’t let perfect be the enemy of good...”
- “People say you can lie with data but you can lie a whole heck of a lot easier without it...”
- “Data is the translator...”



Process Points

- Establish “Data Team”
- Agree on common language
- Define and communicate criteria for selecting outcomes



DRAFT Glossary of Terms

Vision	What do we want for our community?
Mission	How we will get to our vision; What is the role of the partnership?
Goals	Aspirational; one for each part of the Cradle-to-Career Continuum
Outcomes	Priority results we want for children/youth; measurable and connected to goals; drive the collective work of the Cradle-to-Career Partnership
Contributing Indicators	Critical factors that contribute to the improvement in outcomes; data leads to examination of practices and the identification of effective strategies.
Measurement Tools	Tool that is used to mark progress towards an outcome



Criteria for Outcomes

- Communication Power
- Data Availability/Affordable to Gather
- Trusted Source
- Population Level
- Within Scope



Vision & Mission	Every Child, Every Step of the Way, Cradle to Career					
Community Outcomes Areas	Kindergarten Readiness	Early Grade Reading	High School Graduation	Post-secondary Enrollment	Post-Secondary Completion	Career Placement and Retention
Core Outcomes (Measures)	<ul style="list-style-type: none"> Percent of students assessed as ready for school at Kindergarten 	<ul style="list-style-type: none"> Percent of students proficient at third grade reading 	<ul style="list-style-type: none"> Percent of students who graduate from high school 	<ul style="list-style-type: none"> Percent of students who enroll in a post-secondary institution within six months of graduation 	<ul style="list-style-type: none"> Percent of students who graduate from a local post-secondary institution Percent of students who earn a certification 	<ul style="list-style-type: none"> Percent of population placed/retained in high demand careers Reduction in public assistance
Contributing Indicators	<ul style="list-style-type: none"> Percent of children enrolled into a quality pre-school program Percent of children identified as potentially developmentally delayed Percent of students assessed as socially/emotionally ready Parent education opportunities 	<ul style="list-style-type: none"> Percent of students chronically absent Percent of ELL / ESL students Percent of students K-3 participating in extended learning time/high quality summer learning opportunities 	<ul style="list-style-type: none"> Percentage of students completing state graduation tests Percent of students dropping out Percent participating in extended learning time 	<ul style="list-style-type: none"> Percent of students scoring "college ready" on ACT/SAT (by subject) Percent of students completing FAFSA Percent of students applying to college 	<ul style="list-style-type: none"> Percent of students still enrolled after 1/2 years Percent of students needing 2 or more remedial courses (and 1 or more) Percent of students receiving federal/institutional aid 	<ul style="list-style-type: none"> Recidivism rates Home ownership rates Placement of veterans and formally incarcerated in high demand careers GED completion rates
Contextual Indicators	<ul style="list-style-type: none"> Percent Free & Reduced Lunch Percent children w. medical home 			<ul style="list-style-type: none"> Poverty rates Mobility rates 		<ul style="list-style-type: none"> Children feel safe Unemployment rates

Table Exercise

Discussion Topics:

- Determine potential process for finalizing community level outcomes
- Discuss how to form Data Team
- Potential process/methods for collection & publication of baseline data



Shared Community Vision

Accountability Structure



Exploring Gateway



Pillar 1: Shared Community Vision

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Pillar 3: Collaborative Action

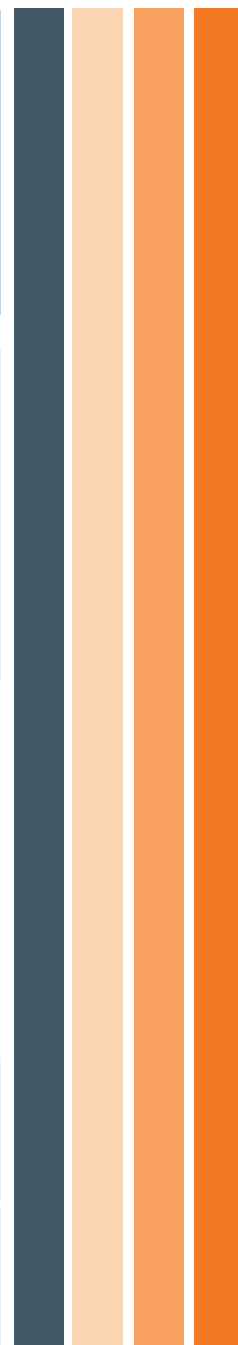
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Pillar 4: Investment & Sustainability

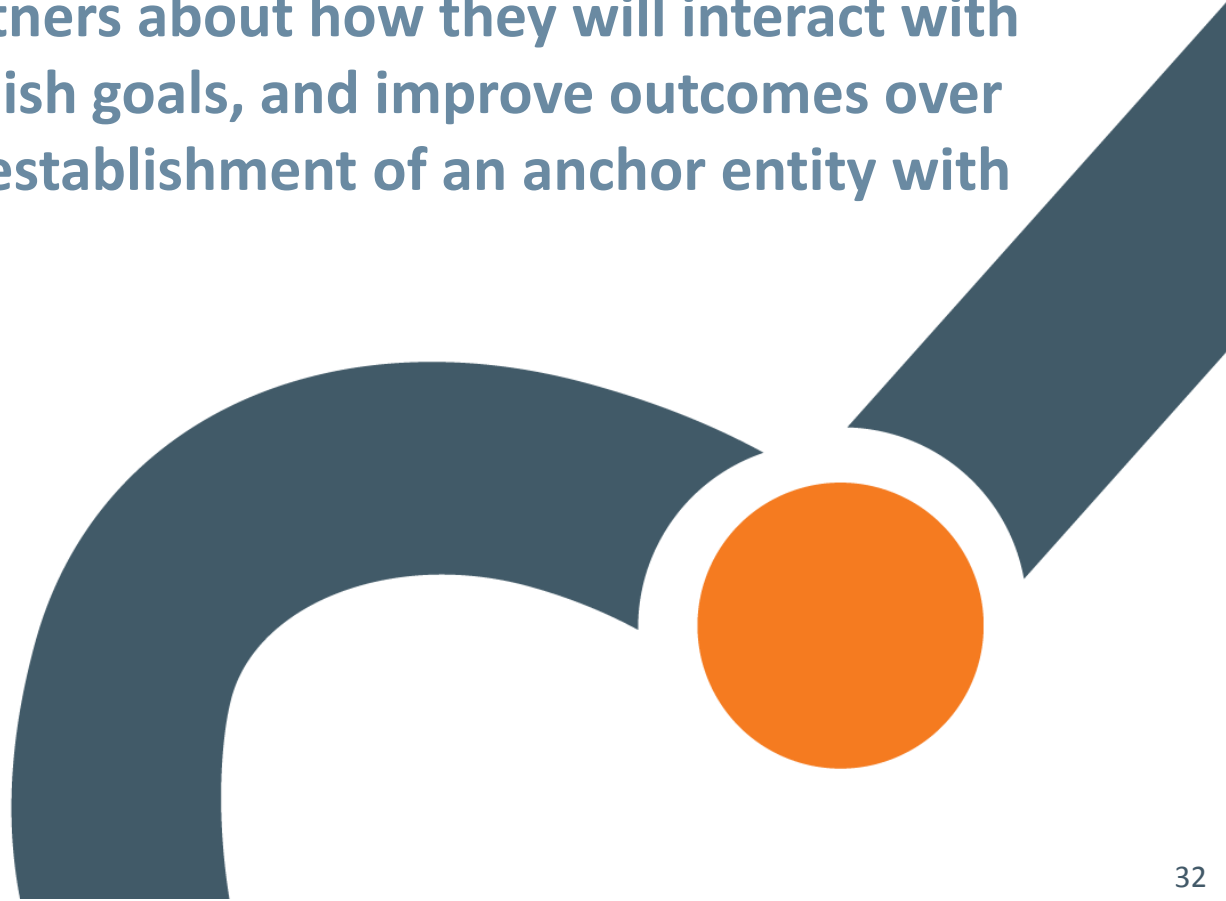
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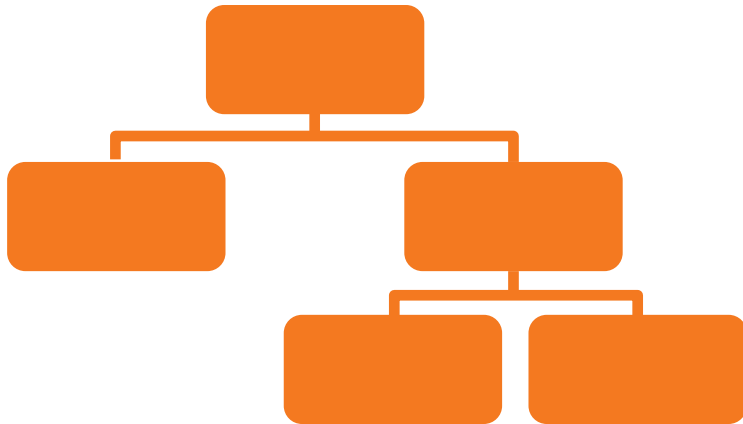


PARTNERSHIP ACCOUNTABILITY STRUCTURE:

The agreements and/or operating principles among the cradle to career partners about how they will interact with each other, accomplish goals, and improve outcomes over time, including the establishment of an anchor entity with core staff.



Accountability Structure = Organizational Chart



Why is it important?

Accountability structures provide:

- **Clarity**

- Around roles & responsibilities
- Around decision making and authority

- **Organization**

- Organizes the work to improve effectiveness and efficiency
- Outlines an organized work-flow

- **Communication**

- Visual of what a cradle to career partnership looks like



Role of the Partnership

The different roles your partnership is responsible for playing in supporting each student, from cradle to career impacts the different tables that will be necessary to include in your accountability structure.

ROLES:

- Change practice on ground
- Convene partners
- Data access
- Data analysis
- Data coaching
- Development/fundraising
- Communication
- Eliminating disparities
- House the partnership staff

- Implement strategies to impact outcomes
- Personnel Support
- Remove financial & operational barriers
- Remove political barriers
- Advocate for policy change
- Represent/engage community voice
- Resource support for data-driven action
- Strategic decision making

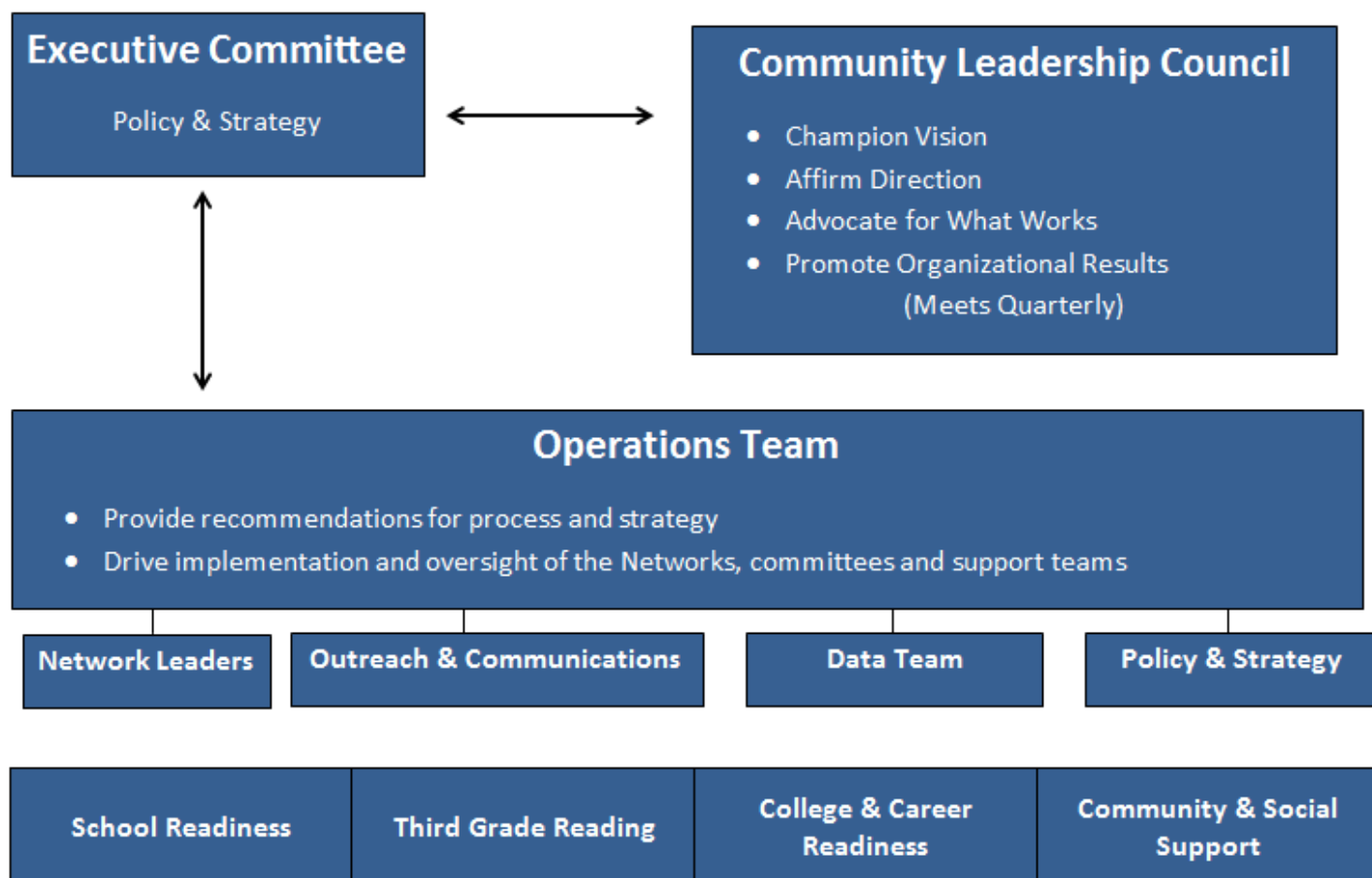


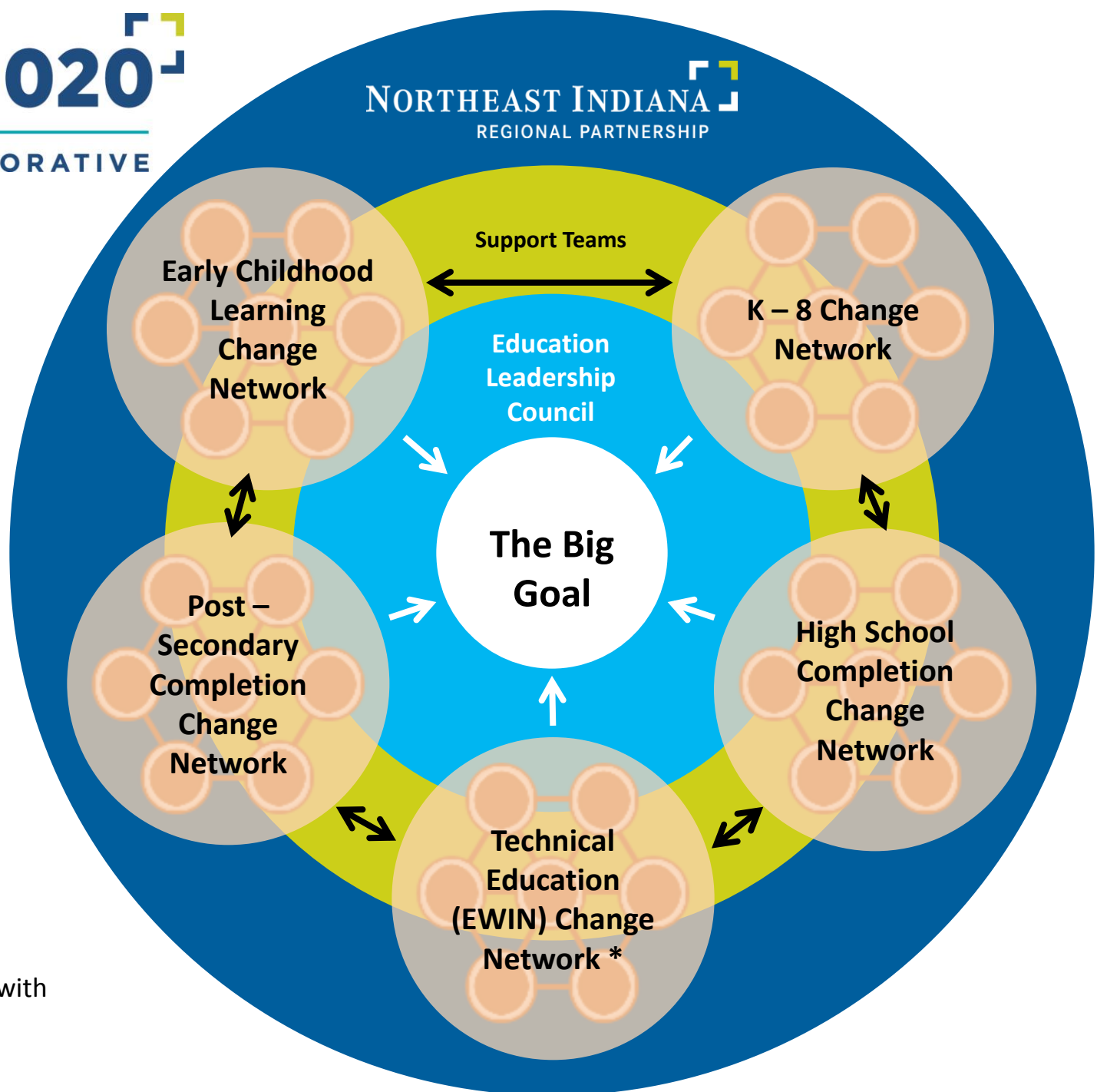
Key Lessons

- Shared accountability, differentiated responsibility
- Clarity is critical
- Document and move forward



Accountability Structure





* Convened in Partnership with
Northeast Indiana Works

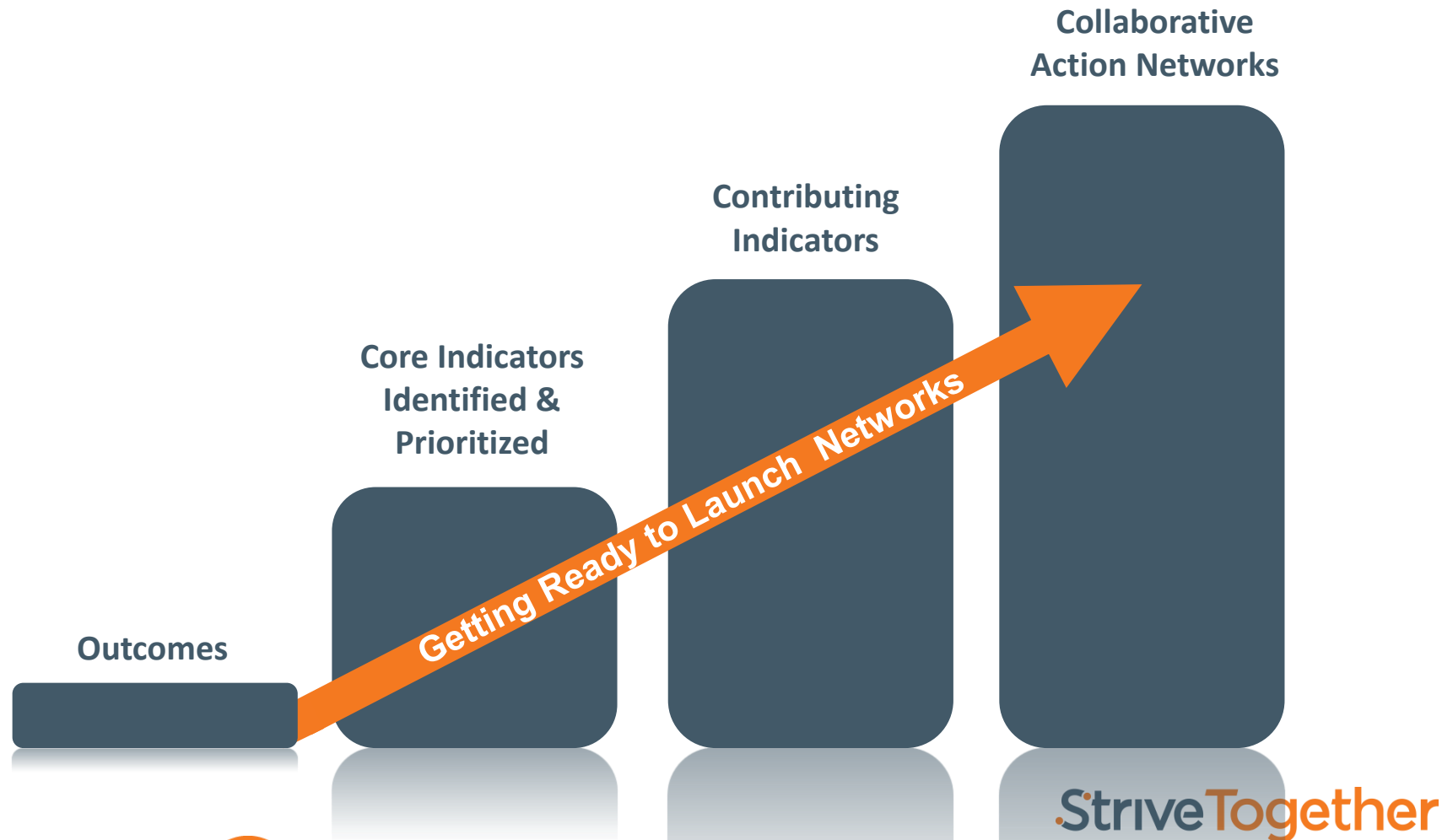
Table Exercise

Discussion Questions:

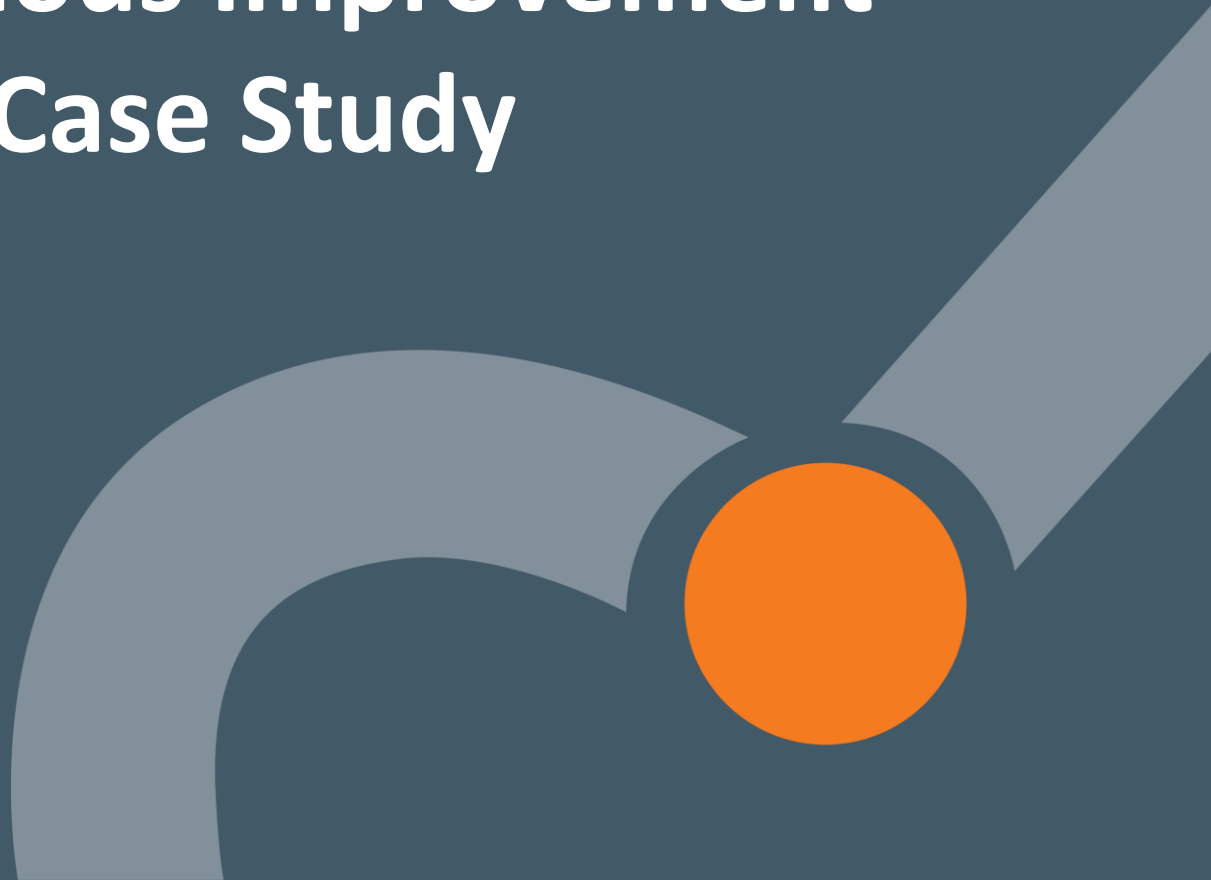
- How could you refine common vision/mission/goals in your community to increase ownership and sustainability?
- What is the best structure to ensure accountability and how do we formalize this?
- How can we best communicate about this work to a broad array of audiences?



Building Towards Action



Continuous Improvement Case Study





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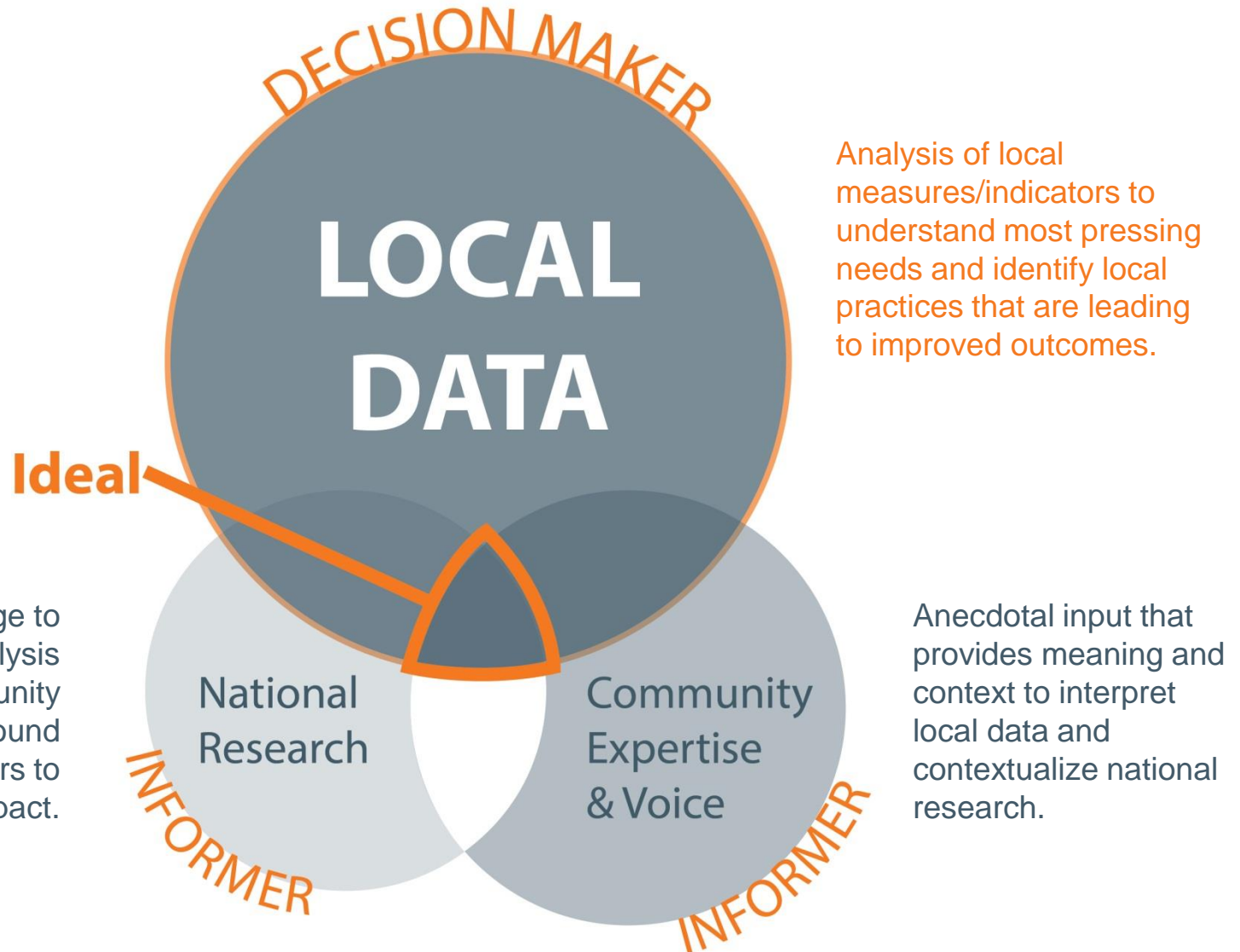


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Data Lens



Evaluation

Causal

Long-Term: Influence
Action at Conclusion

High-Cost

Some Receive
Intervention, Some Don't



Continuous Improvement

Correlative

Ongoing: Influence
Action Throughout

Low- to Medium-Cost

Work within Context

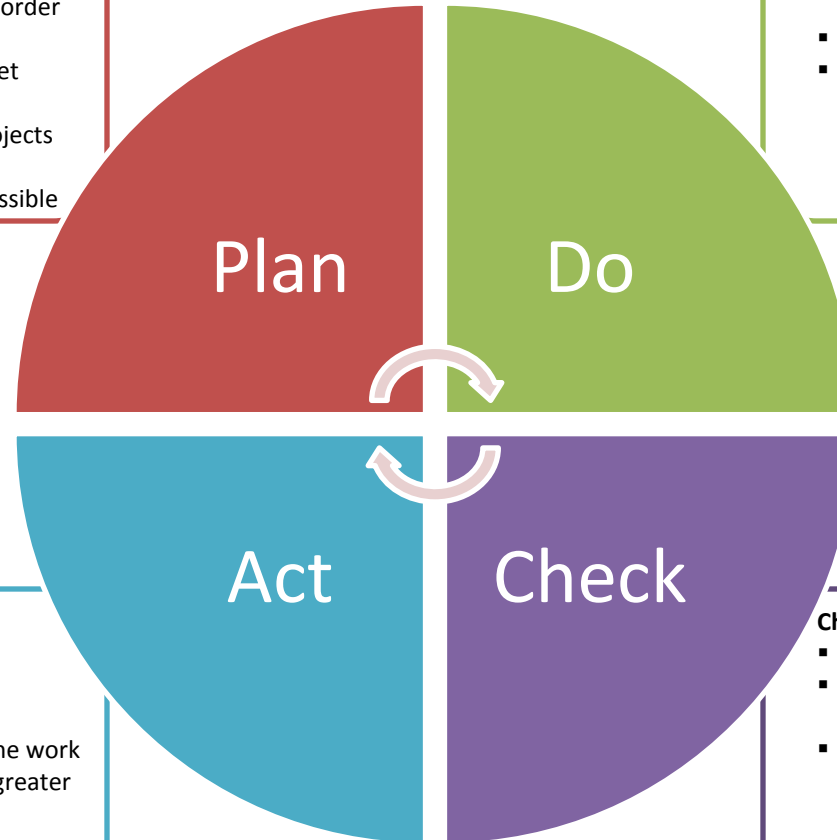
Continuous Improvement Process

Plan: What are we going to do?

- Establish partners and clarify purpose
- Define the problem and narrow scope in order to maximize impact
- Develop long/short term goals/targets; set measures using valid and reliable data
- Identify and prioritize current & new projects based on potential impact; be sure to incorporate customer feedback when possible

Do: Let's do what we said!

- Implement the identified projects within the plan
- Hold each other accountable to the work
- Use the action plan as the agenda



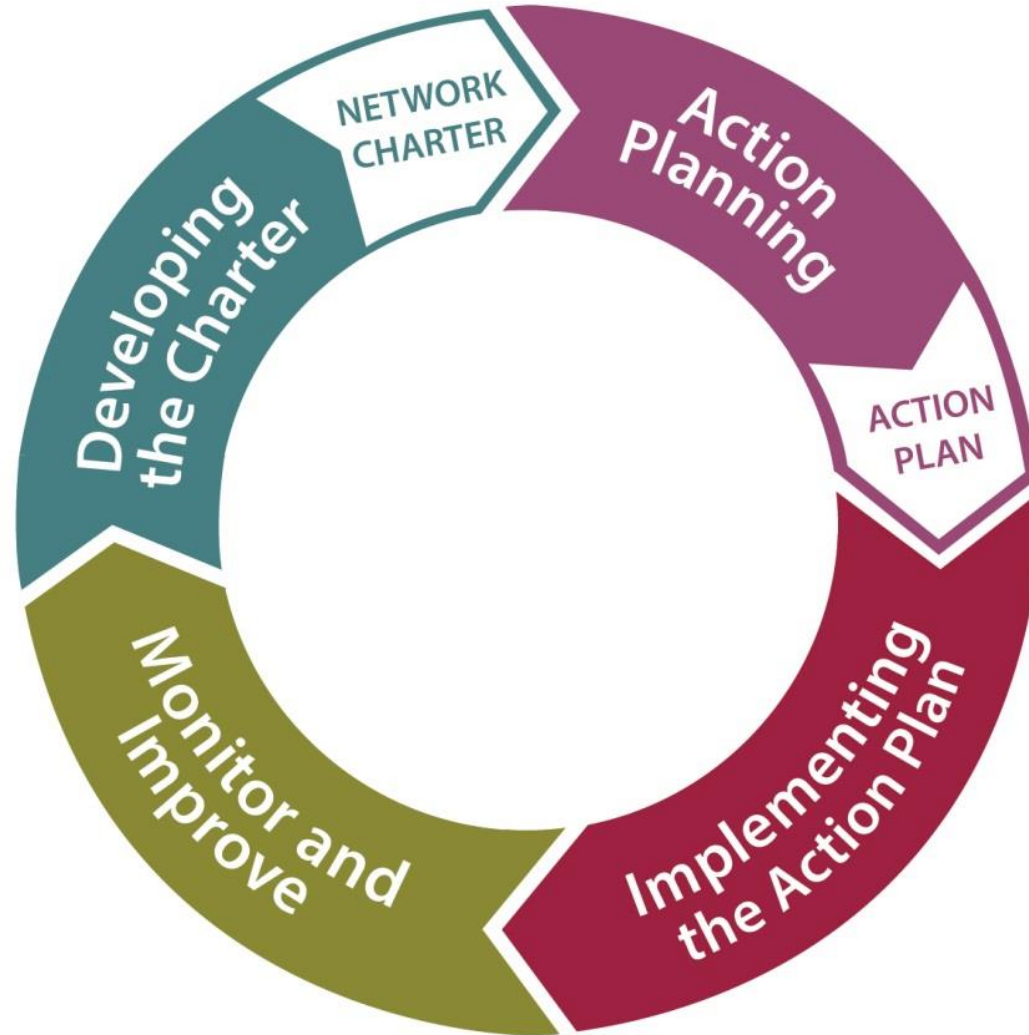
Act: Do we need to make changes?

- Use what you learned to plan new improvements, beginning the cycle again
- Identify any changes/improvements
- If there was an impact, determine how the work can be sustained or expanded to have a greater impact

Check: Did what we do work?

- Collect, review and analyze the data/results
- Determine what you've learned; did the work impact the change expected?
- Begin to identify if changes/improvements are needed

Continuous improvement process for Collaborative Action Networks.

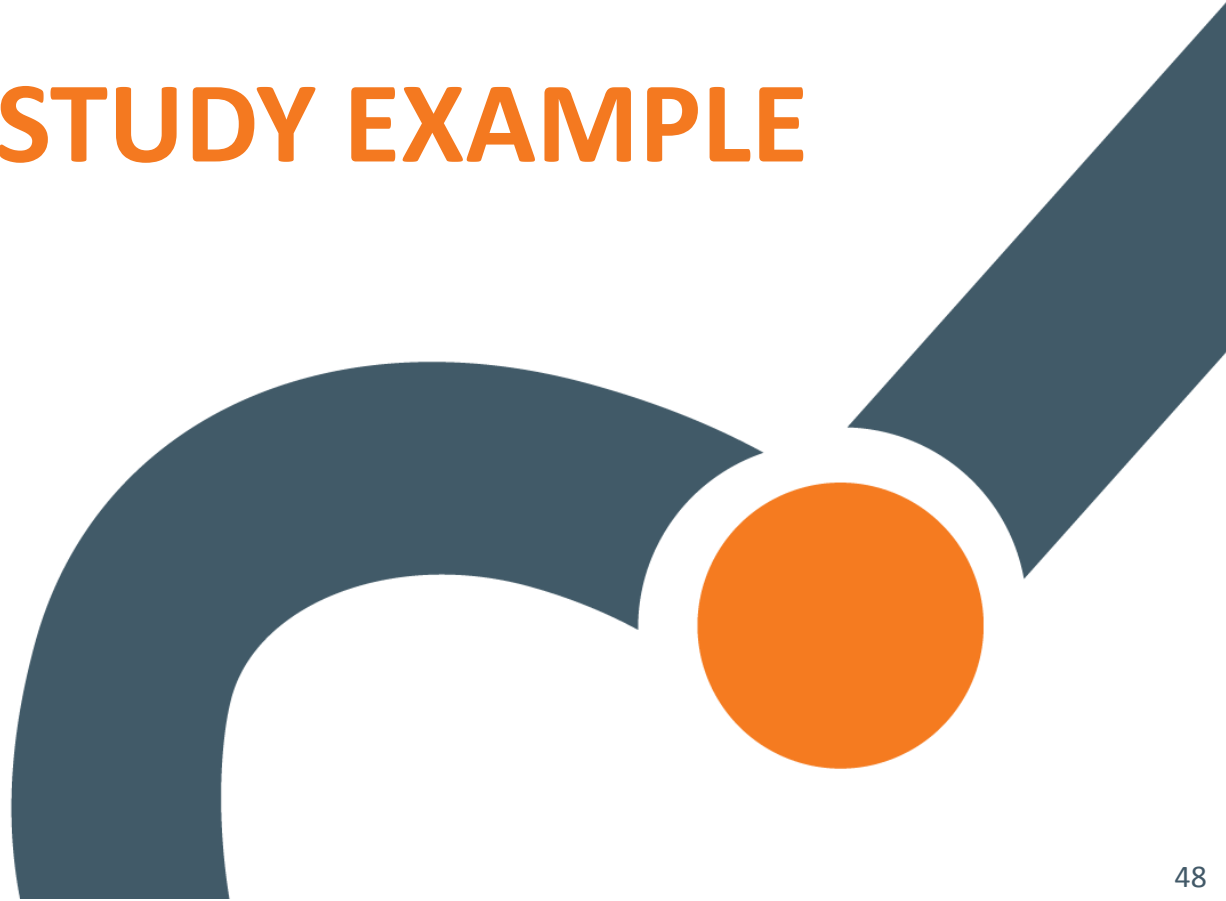


What defines a Collaborative Action Network?

- Focus on a **specific** partnership community-level indicator
- Review local and national data, along with experience to identify action to work on collectively
- Identify shared action using data that network can take to move the needle on a community-level outcome (i.e. – policy, practice, training)
- Develop a plan to implement identified action:
 - Identification of resources (realigning existing and/or potential new sources),
 - Capacity building and training requirements,
 - Interim measures to track success



CASE STUDY EXAMPLE



What we are tracking.

Kindergarten
Readiness

3rd Grade
Reading Scores

8th Grade
Math Scores

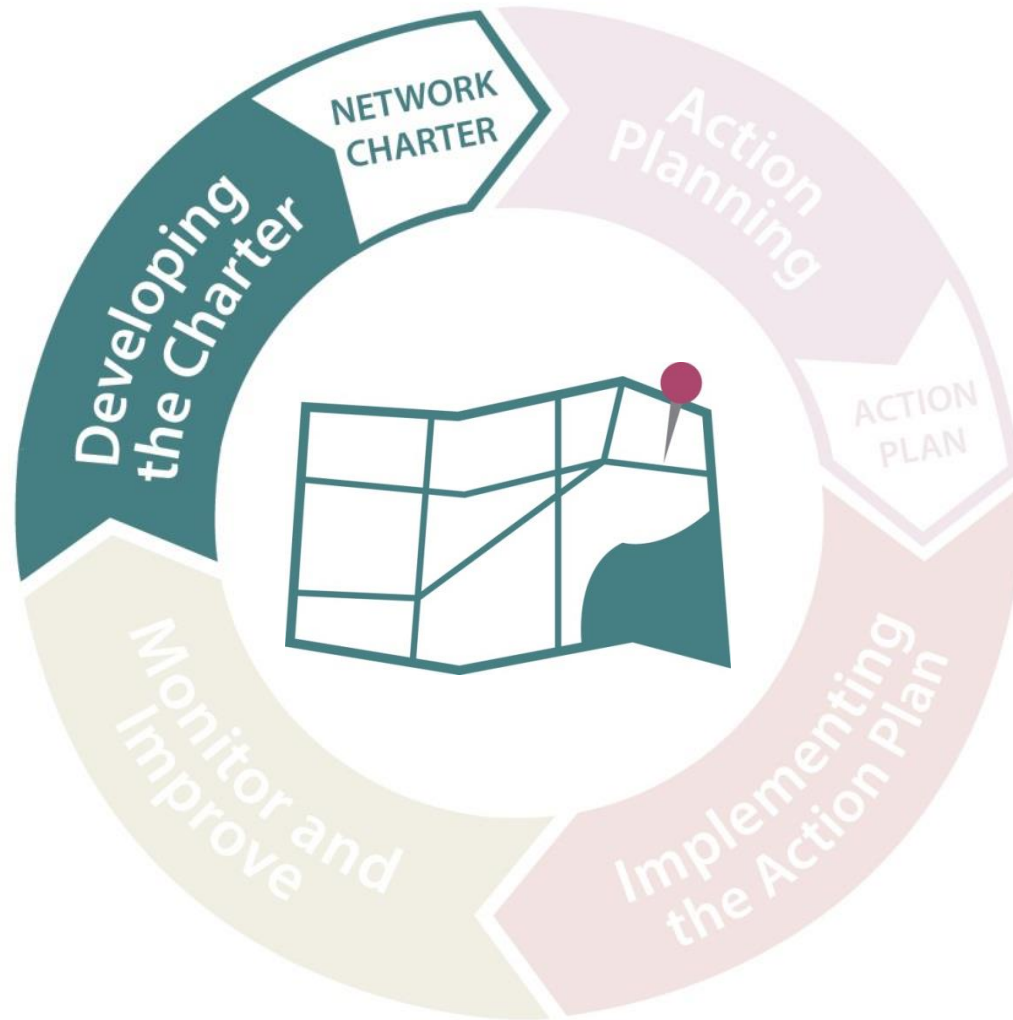
High School
Graduation

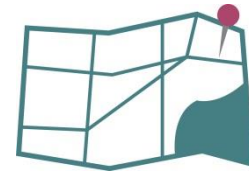
College
Enrollment

College
Completion

What we are prioritizing.

Where we want to go.





What indicator are we improving?

54% of graduates are enrolling into college.

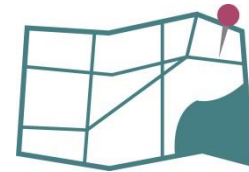
ACT Scores:
12.7

FAFSA
completion:
29 %

Free/Reduced
Lunch: 70 %

Graduation
Rate: 73 %

What are factors to consider?



54% of graduates are enrolling into college.

ACT Scores:
12.7

FAFSA
completion:
29 %

Free/Reduced
Lunch: 70 %

Graduation
Rate: 73 %

This data makes the
FAFSA indicator
meaningful.



Where can we have the most impact?

SCHOOLS	FAFSA	FREE & REDUCED	ENROLLMENT
School A	28%	87%	40%
School B	17%	24%	71%
School C	15%	85%	38%
School D	57%	86%	69%
AVERAGE	29%	71%	54%



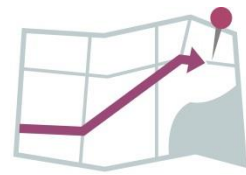
How we are going to get there.



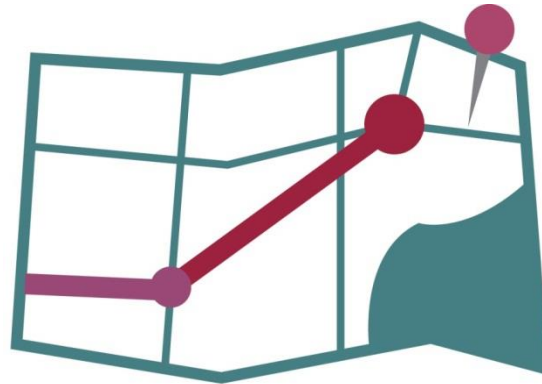
School
uation

College
Enrollment

College
Completion



Set Targets along the way.



***Long-term:** by 2017, increase enrollment by 10 percentage points*

College
Enrollment: 64%



***Short-term:** by 2014, increase FAFSA completion by 21 percentage points*

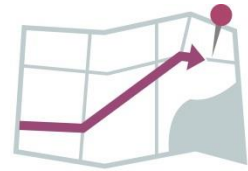
FAFSA
Completion: 50%



Where are the bright spots?

SCHOOLS	FAFSA	FREE & REDUCED	ENROLLMENT
School A	28%	87%	40%
School B	17%	24%	71%
School C	15%	85%	38%
School D	57%	86%	69%
AVERAGE	29%	71%	54%

Action Plan Example



New York Early Childhood Collaborative

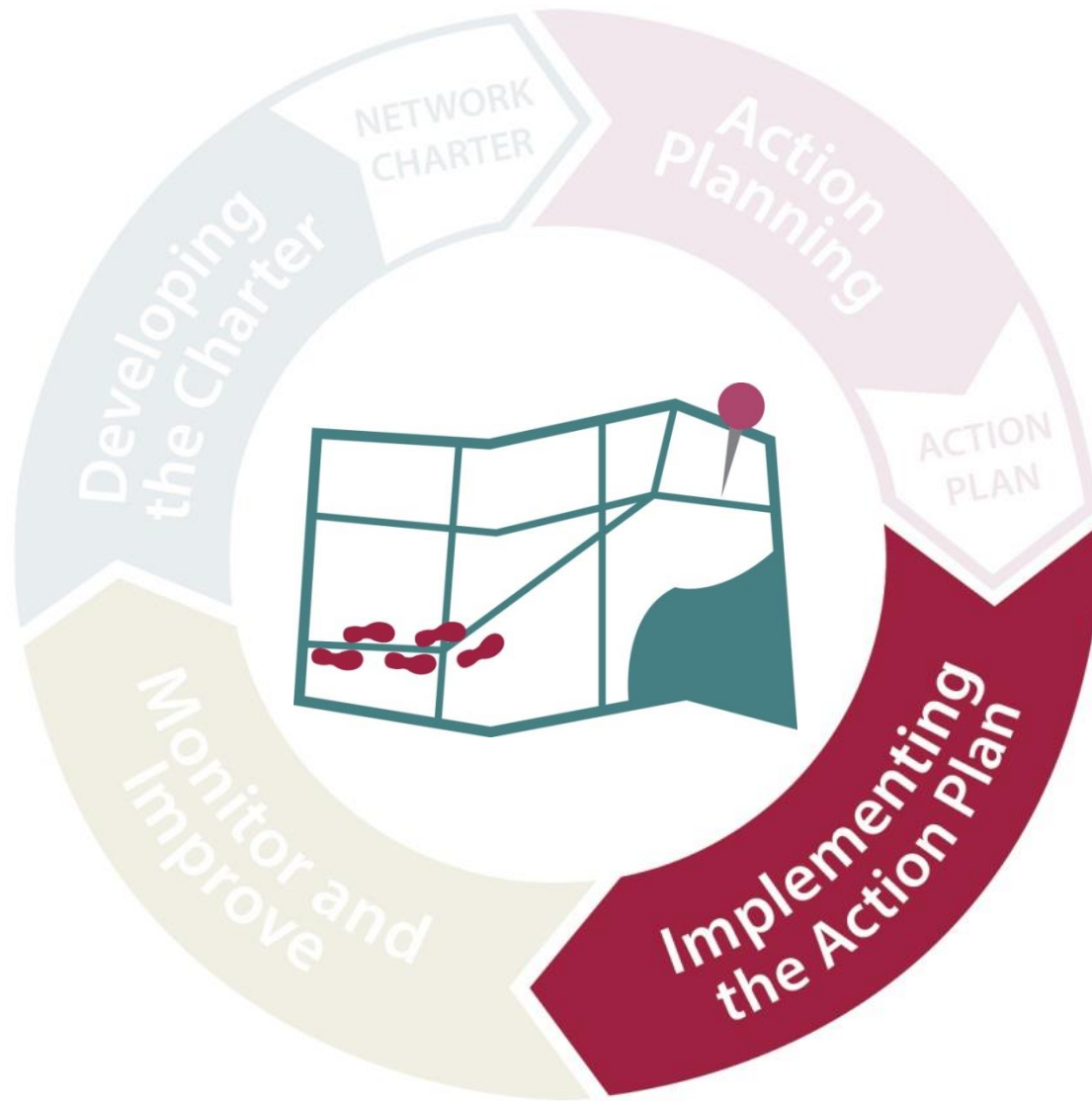
GOALS, STRATEGIES AND OUTCOMES							
GOAL #1: By School Year 2013/2014 80% of children will come to Kindergarten prepared as measured by NYSRA (score 50% or higher)							
STRATEGY #1: By 6/1/12 increase the percentage of preschool children (ages 4-5) demonstrating an increase in readiness for kindergarten to 75%.							
		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
IMPLEMENTATION INDICATORS/MEASURES	BASELINE MEASURE	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS
Number of childcare centers participating in pilot project	2009/2010 8	2010/2011 10	2010/2011 10	2011/2012 20			
Percent of pre-school children (4-5 year olds) demonstrating an increase from pre to post NYSRA scores	2009/2010 65%	2010/2011 69%	2010/2011 66%	2011/2012 75%			
Percentage of childcare centers awarded incentive for 100% attendance at monthly PD Network Meetings	2009/2010 10%	2010/2011 25%	2010/2011 30%	2011/2011 50%			

Short Term Measures (Quarterly / As Needed)	PROGRESS MEASURE 1 ST QUARTER		PROGRESS MEASURE 2 ND QUARTER		PROGRESS MEASURE 3 RD QUARTER		PROGRESS MEASURE 4 TH QUARTER	
IMPLEMENTATION INDICATORS/MEASURES	PROJECTED OUTCOME 9/01/12-11/30/12	ACTUAL RESULTS	PROJECTED OUTCOME 12/1/12-2/28/13	ACTUAL RESULTS	PROJECTED OUTCOME 3/1/13-5/31/13	ACTUAL RESULTS	PROJECTED OUTCOME 6/1/13-8/31/13	ACTUAL RESULTS
# of Childcare Center Administrators agreeing to participate in project	N/A	N/A	5		10			
#/% of childcare centers staff attending 80% of Learning Circle sessions	N/A	N/A	6/20%		24/40%		48/80%	

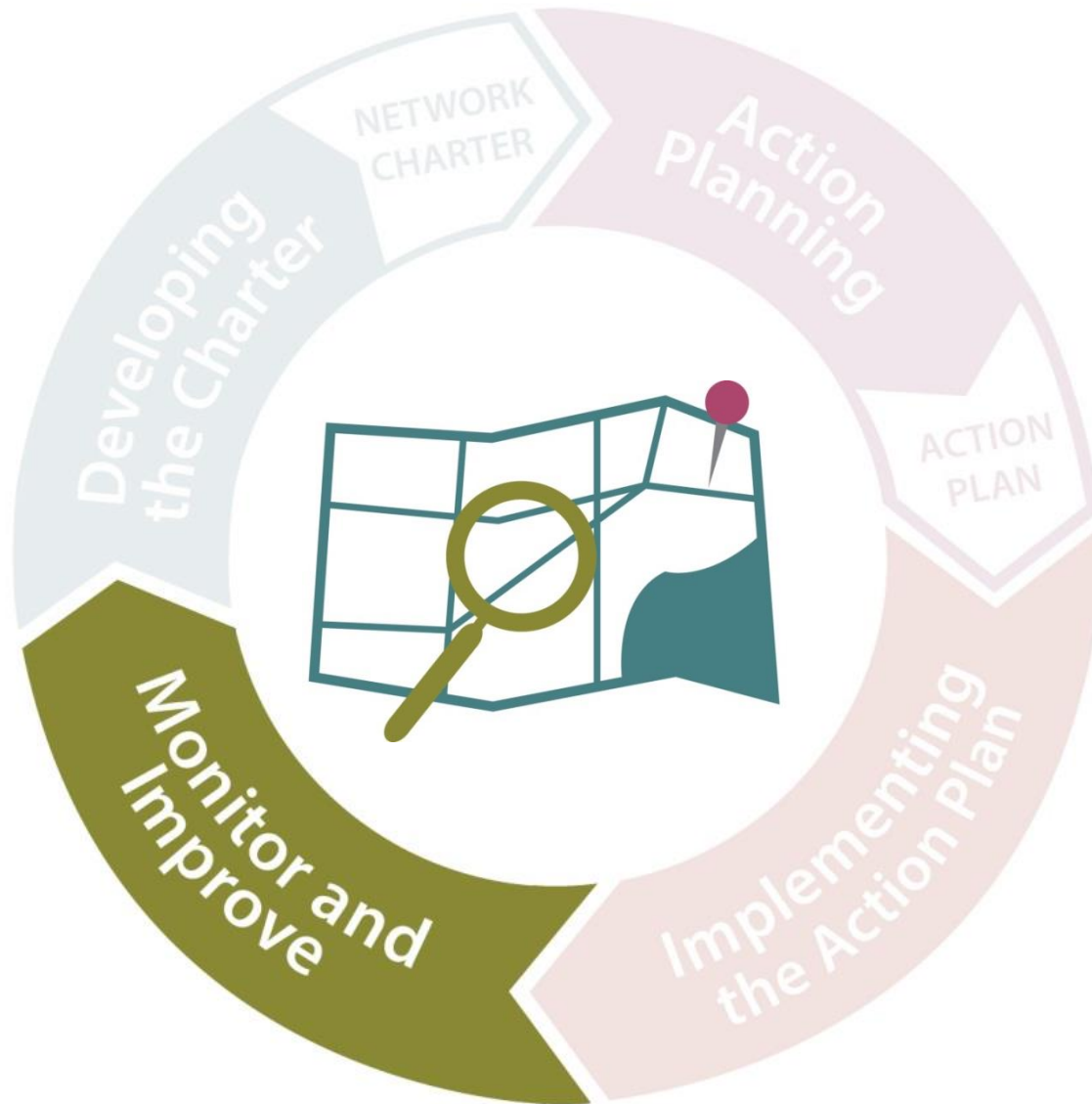
ACTION STEPS EARLY SUCCESS NY/TEAM	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline		Completion Date	Resources Needed
			Start	Stop		
A. Child Care Centers Intervention Project						
Using last year's data and other available information/sources available to identify feeder/priority childcare centers within the NY School District whose students scored the lowest on the New York School Readiness Assessment (NYSRA) [C]	NYSRA data scores by center	Linda/Data Analyst	5/1/11	5/31/11		
Contact identified/targeted centers and ensure interest/agreement from 20 interested in participating in project, assign Coach (Ms. Smith)	List of centers	Ms. Smith/Team	6/1/11	6/30/11		\$11,000 (coach)



Doing the work.

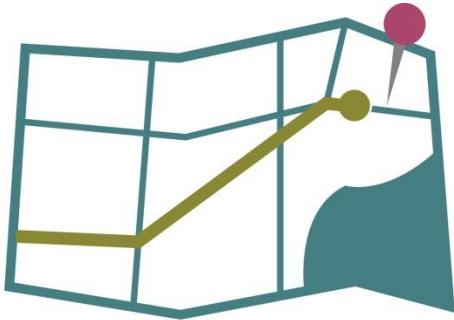


Did we get there?





Analyze data to determine what worked.

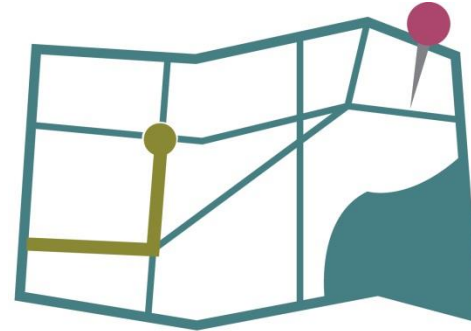


Yes.

Are there other contributing factors we can affect?

What can we refine to have greater impact?

How can we expand our efforts?



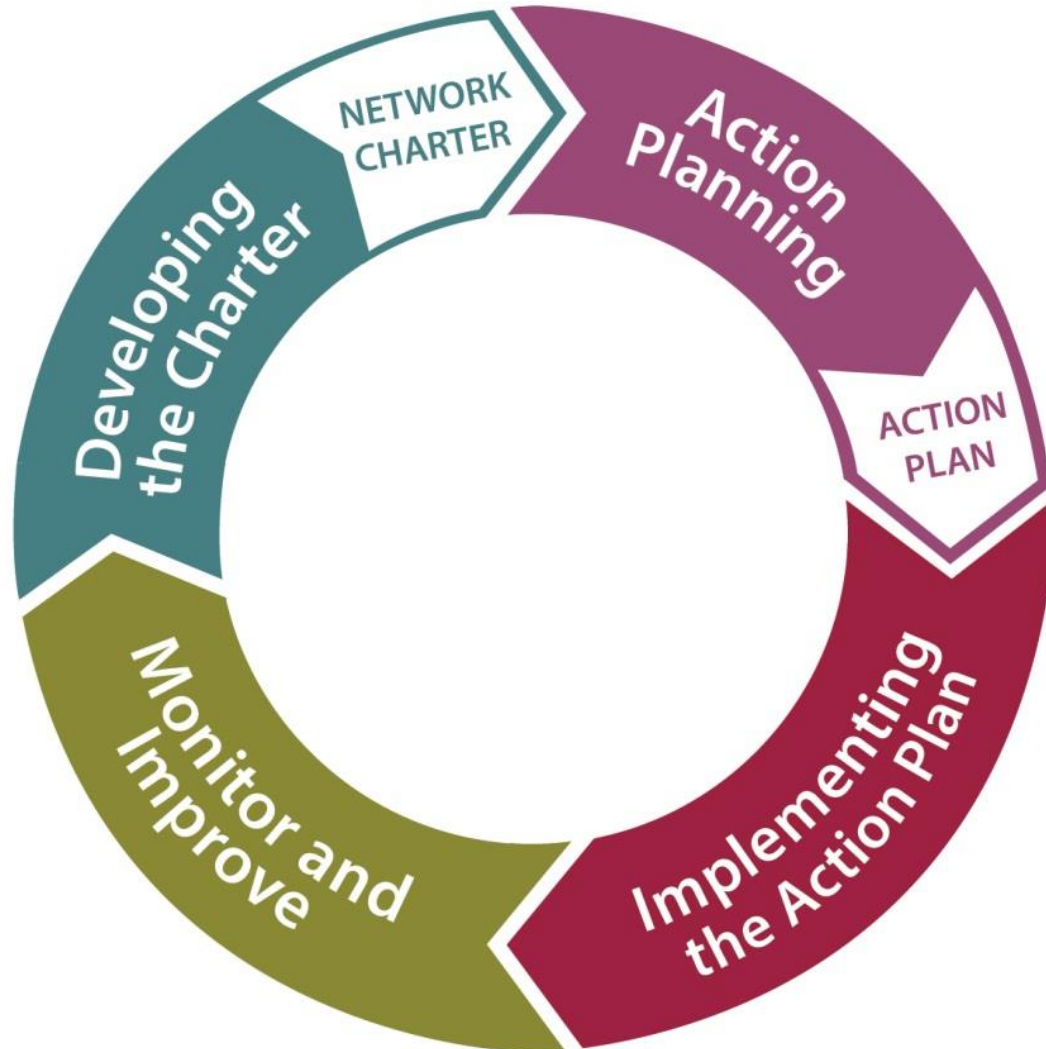
No.

Are we missing important players?

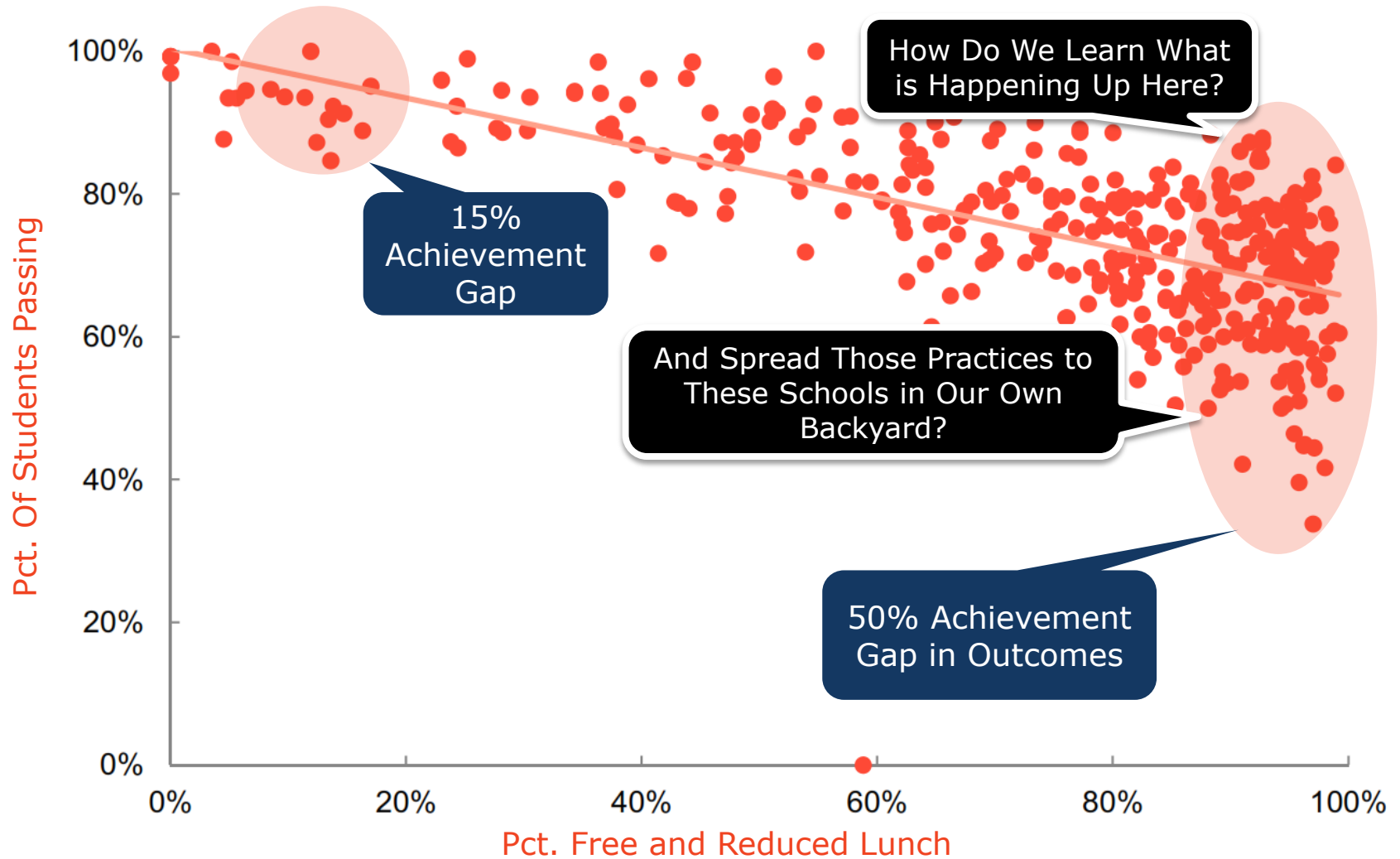
Are there other strategies to consider?

Did we overlook important data?

How a Collaborative Action Network initiates and sustains improve measures.



Demographics is not Destiny: Huge Dispersion in Dallas County 3rd Grade Reading Achievement



Lessons Learned

- Respect practitioners and build ownership
- Community level indicators are the “True North”
- Define a manageable scope
- Don’t jump to action without data
- Start with the data you have



Discussion Question

What examples of collaborative action exist across the state to model the power of this work and increase understanding of how this work differs from traditional collaboration?



Investment & Sustainability





Pillar 1: Shared
Community
Vision

A cross-sector **Partnership** with a defined **geographic scope** organizes around a cradle to career vision.

A cross-sector **leadership table** is convened with a documented **accountability structure**.

The Partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.



Pillar 2:
Evidence
Based Decision
Making

The Partnership selects **community level outcomes** to be held accountable for improving.

The Partnership selects **core indicators** for the community level outcomes.



Pillar 3:
Collaborative
Action

The Partnership commits to using **continuous improvement** to guide the work.



Pillar 4:
Investment &
Sustainability

An **anchor entity** is established and capacity to support the daily management of the partnership is in place.

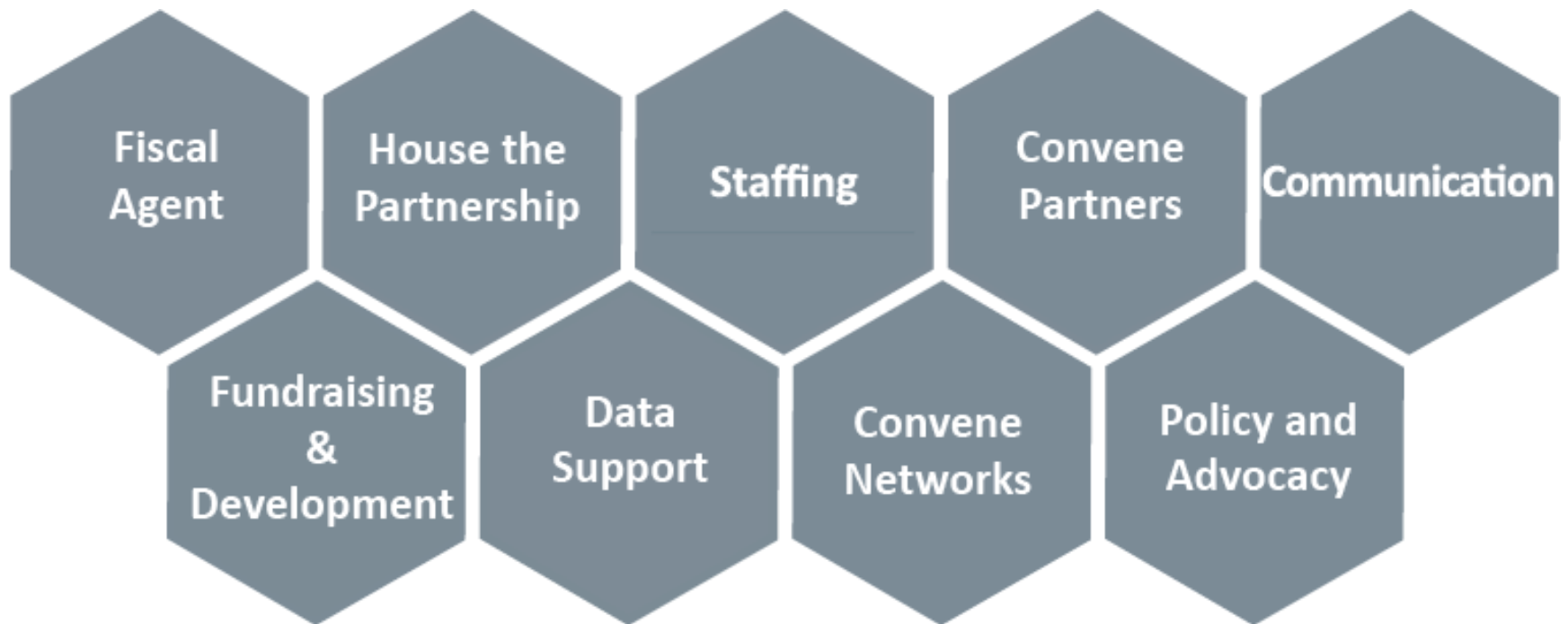
The Partnership engages funders to support the operations and collaborative work of partners to improve outcomes.

Key Lessons

- Backbone or go home
- Aligning funders and aligning providers
- Engaging for engagement's sake



Backbone Functions



Core Backbone Staff

- Executive Director (“Cat Herder”)
- Data Analyst
- Continuous Improvement Facilitator



Engaging Investors

Commitment Continuum for Funders:

Supportive

Preference given to Collaborative Action Network members in funding decisions

Pros: Sends a message when decision is made

Cons: Less direct link to the partnership

Responsive

Participation in Collaborative Action Networks incorporated into formal funding applications

Pros: Clear and visible

Cons: No idea of scope of available resources

Strategic

Specific funds set aside to invest in high impact practices identified by Collaborative Action Networks

Pros: Concrete commitment

Cons: Potential for overlaps and gaps

Aggregated

Resources pooled to invest in the capacity of organizations to adopt high impact practices and the anchor entity

Pros: Maximum leverage & shared responsibility

Cons: Requires funder time and talent

Table Exercise

Discussion Questions:

- What staffing is needed as part of a broader “backbone function” to sustain progress?
- How can resources be aligned behind collaborative action plans to focus more on what works?



NEXT STEPS AND ACTION COMMITMENTS

